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**EVALUATING THE EFFECTIVENESS OF TWO ACTIVITIES IN  
TEACHING /d/, /t/, AND /ɪd/, WITH THE PURPOSE OF IDENTIFYING THE  
ACQUISITION OF TWO PHONEMES AND ONE MORPHEME IN  
STUDENTS FROM SEVENTH AND NINTH GRADE IN TWO SCHOOLS  
FROM THE RM.**

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Educación Media en Inglés.

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“We don’t stop playing because we grow old,  
we grow old because we stop playing”

George Bernard Shaw.

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*The Group.*

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## THE STUDY: INTRODUCTION.

## Introduction

Chile is one of the many countries that wants to introduce itself in this economical world, where many languages gather. However, our language, Spanish, is not the most used language during these opportunities, where the country can be seen worldwide. English has established itself as a world known language, and its uses can vary between economic situation, or just going abroad and interact with other people from different places.

Taking this into account, Chile has included English in its curriculum and has set the proficiency level “B1” according to the Common European Framework of Reference for Languages [CEFR], as a parameter to where the efforts, in terms of teaching English, must be put for the students to achieve that requirement. This level of English comprises every aspect that a language has: Speaking, Listening, Reading and Writing/Use of English. These skills must be trained in Chilean educational establishments by applying different didactical approaches, for the students to practice and acquire all of the abilities mentioned above.

MINEDUC’s didactical approach to teach English is specified in its curricular bases where task-based language teaching, with focus on communicative aspects, it is explicitly written that should be constructed in relation to where the school is situated, that means having into consideration where both the student and the school is located.



As MINEDUC exposes in their English teaching curriculum, the focus will be centered on the communication of the student, and also considering the context characteristics of where the subject is being taught. (MINEDUC, 2013)

The time spent in teaching how to pronounce, or even giving the students tools which they can use to improve their reading skills, is something that was brought to our attention during this time in our practicum establishments. According to what we have seen in the places where we are doing our practicum, and in our own experience in Chilean schools, it is almost nonexistent the instances where the students can develop all the language skills, apart from Writing or Listening, which are the most common skills that are acquire by students. This particular situation raised the question, to find didactical approaches to teach speaking in a way in which the students will be exposed to a fun activity, and learn how to pronounce better through it, particularly regular verbs and their -ed final pronunciation. It is common to hear from students that they do not know how to do the final -ed sound in regular verbs or that it is complicated to say it. This can be explained by Linguistics, specifically both Spanish and English way that the language is structured, and it has relation with cluster: a group of consonants that does not have a vowel between them. Since there are not consonant clusters in Spanish in final position, there is a difficulty, in terms of the speaker's mother tongue, to produce certain sounds in English that have those clusters in final position (e.g. raised /reist/), such as the final -ed sound in certain words.

These group of consonants are going to be hard to acquire for Spanish students, for the reasons mentioned before, but also because of the time that a teacher spends in activities where the student has to speak, therefore the need to search for didactical ways in which the students can obtain that knowledge. As teachers of English we need to provide the right tools for our students to achieve an adequate and effective development of their skills of oral production, as well as provide tools that can be used by others teachers for their lessons. Our research will be framed in a quantitative character which will allow us to study the effectiveness of the ludic activities (games) in the teaching of the corresponding phonemes, /d/, /t/, and /ɪd/, to the respective levels (7th and 9th grade) in two schools in the RM, allowing us to find the most suitable activities for our students and thus check if we obtain better results in their pronunciation. The comparison of average results between the class with recreational educational activities of oral production and the other with nothing more than their regular classes will be our data collection, which will be subsequently analyzed for validation or invalidation of our hypothesis.

# CHAPTER I: THE STUDY.

The study is going to be based on the elements mentioned before, that is, both the final -ed pronunciation in regular verbs and the need to adapt didactical ways to encourage and practice pronunciation. The thesis' general objective will be directed at the effectiveness of the activities itself, while the specific objectives point at pronunciation, besides the recognition of the phonemes and morpheme that are mentioned in both of them.

According to what has been explained in the introduction, the group has established the following objectives:

#### 1.1 General objective:

To evaluate the effectiveness of two activities in teaching /d/, /t/ and /ɪd/, with the purpose of identifying the acquisition in students from seventh and ninth grade in two schools of the RM.

#### 1.2 Specific objectives:

To apply two activities in 7th and 9th grade classes.

To compare the results obtained from the classes exposed to two didactic methods.

#### 1.3 Hypotheses:

The introduction of recreational activities in the classroom has a positive influence on the acquisition of phonemes by students.

The lack of recreational activities negatively influences the production of specific phonemes in each level.

Recreational activities in the classroom help the student to learn verbs.

## CHAPTER II: THEORETICAL FRAMEWORK.

## Theoretical Framework

Nowadays, there exists the need for dominating English as a foreign language, due to the fact that the ongoing society progress requires it. It is well-known that English is the tool to have access to infinite forms of knowledge and scientific, economic and technological changes. Taking into consideration that English is a useful tool that can be presented with many different options, there is a necessity to teach English at schools. In these contexts, we can find a clash between our mother tongue and English language, where the student's mother tongue is used by the students as a first approach to understand English and acquire it. However, this approach lacks in comprehending subtle differences in terms of pronunciation, such as the -ed pronunciation in regular verbs.

Differences between English and Spanish are key factors that affects the way people learn it in international contexts, such as Chile. Even when there are certain phonetic elements that are present in both languages, the way that they are distributed in words can obstruct the learning of English of a person, since there are specific consonants that are not present in either Spanish or English. This is where the introduction of both phonology and phonetics comes into account. David Crystal defines Phonetics as “the science which studies the characteristics of human sound-making, especially those sounds used in speech, and provides methods for their description, classification and transcription”. (Crystal, 1980, p. 363)

Having into consideration these problems related to /t/ and /d/, we can link those issues with how clusters work in both Spanish and English. As Finch and Ortiz

show in a table where it is exposed the possibilities of consonant clusters in initial and final positions in the two languages, it is exposed that there are no consonant clusters in Spanish in final position. (Finch & Ortiz, 1982) (See Table 1):

	CCV-	CCCV-	-VCC	-VCCC	-VCCCC
English	20	3	96	173	62
Spanish	12	0	0	0	0

(Table 1, the number of possibilities of consonant clusters in word initial and final position in the two languages.)

Taking this into consideration, we can hypothesize that Spanish speakers could have difficulties when dealing with consonant clusters in final position. Since Spanish does not have these clusters, the necessity of pronouncing those consonant groups can lead the students to add, for example, vowels in between consonants, since syllables in our mother tongue contain both a consonant and a vowel.

Even though there are consonants, such as /ð/ that are found in both Spanish and English, people are not aware of their use and therefore not be able to produce it when it is necessary to do so.

The pronunciation in our classrooms does not have a huge attention, but the main focus is based on speaking activities; these activities may be oral presentations, dialogues, songs, plays, and board activities. Teachers are the responsible for the attention that pronunciation will have in their lessons, if they see it as useful skill to be developed. (Nation & Newton, 2006)

Jenkins claims that it is more likely for a learner to interact with a non-native speaker of English than with a native speaker; this is why, she also says that students should be taught according to the context in which they might be using English.

(Jenkins, 2002) Cited in (Nation & Newton, 2006)

There is a mechanism called “phonological loop” which involves the work of the memory, because it works under the repetition method where the brain repeats a word or a phrase over and over to itself so it can move into long-term memory.

(Nation & Newton, 2006)

Steivick, believed that students are completely able to copy new sounds but that there are three reasons why they may have difficulties:

First, skipping certain characteristics, when this happens, teachers are in charge of helping their students by providing them with an appropriate model that is not of a difficult level for the level students have attained.

Second, students do not sound good to themselves when producing an English sound. It is normal for people to be more sensible when it comes to their pronunciation, because it exposes them about their socioeconomic status. Student's pronunciation will improve as they become more comfortable with the sounds they produce when they speak a foreign language, and when they develop a positive attitude toward native speakers of the language.

Finally, students become more anxious when producing a sound. If the teacher emphasizes an oral production error students feel more tense and nervous, and feel



unable to do it correctly. Therefore, the teacher needs to find ways to help students find out what their pronunciation is without worrying about it. (Stevick, 1978)

Lenneberg said that the acquisition of a language is an innate process, claiming that “lateralization of the Language function is normally completed at puberty, making post-adolescent language acquisition difficult”. (Lenneberg, 1967)

Stevick (Stevick, 1978) said that this is better known as the physical explanation as a result of age, which affects the learning of a new sound system. Another explanation from an intellectual perspective says that since the learners already knows their mother tongue sound system, a second language sees disrupted. A third explanation, called psychological, says that the pronunciation is “part of our personality.” (Stevick, 1978; Guiora, A.Z., Beit-Hallami, B., Brannon, R.C.L., Dull, C.Y. and Scovel, T.1972a and Guiora, A.Z., Brannon, R.C.L. and Dull, C.Y. 1972b). Cited in (Nation & Newton, 2006)

This can lead us to think that Spanish people could have difficulties to produce final consonant clusters that are present in English.

Due to the issues that were mentioned before, the teacher of English must encounter a lesson that demands a high linguistic and methodological readiness that turns this person into a competent language professional for the teaching exercise. It is very common to find Educational Institutions where the students' motivation for learning a second language is almost non-existent. It is at this moment that the readiness of the teacher of English plays an important role in the preparation of

sufficiently engaging and unusual didactic activities to increase the motivation of the students to learn.

The effectiveness of the activities applied in the classroom provides the student the necessary tools to deal with complex situations where he or she may be confused on how to pronounce certain words in English. As a teacher, one must make the link between certain aspects of the English language that could be difficult for the student to do, and a way in which the student can understand a language, and some of its aspects, that could be complex, whatever the reason may be, for the students to acquire. For all the mentioned problems that the teacher faces in the classroom, the inclusion of games for these purposes can be the solution for an effective lesson.

According to Avila in favor of creating these types of activities, the educator must be creative, it must not only think about the situation (which is considered as imagination) but, also has to look for the way to make the situation happen (which is considered as creativity). (Avila, 2015)

Likewise, as Talak Kiryk says the teacher is the one in charge of generating a fearlessness and harmonic classroom environment, for this purpose respect is fundamental, respect for the students and for themselves. (Talak-Kiryk, 2010)

Correspondingly, teachers must manage in a wide and deep manner the content that they want students to learn, to have the flexibility to approach it in multiple aspects. (Behncke, 2017)

The linguistic game is the activity created by the teacher, in which students interact in an individual or in a collective way, joined by mediate and immediate objectives. (Escalona, Calderón, & Dobbins, 2017)

This collaborative effort goes beyond learning to work with others, promoting a symbiotic relationship where they can learn from each other. This interactivity that the students generate through learning dismisses stereotypes and boundaries, which are very common in the different Educational Institutes. (Talak-Kiryk, 2010)

Games allow the development of communication skills both speaking and writing, and require an active participation of students involved. Games being ludic activities are highly motivating and funny. Students have fun and show interest in learning a foreign language making it enhancing and meaningful. (Díaz Sandoval, 2012)

Games are social practices consisting in the conversion of any phenomenon of real life into action, despite its practical purpose. As Rubio and Garcia explain, the game helps to create an affective and emotional classroom environment that is centered in trust, security and acceptance among peers. In order that games may become effective they must be an activity with rules, objective and, specially, contain fun elements to attract the students' attention. (Rubio & García, 2013)

They also postulate that as well as there are two types of games (Competitive games, in which the interest is centered in being the first one to achieve the objective.

The second one, cooperative games, requires the participation of all the groups is necessary to achieve the objective there are multiple possible benefits (Affective, cognitive, dynamic, adaptability benefits) when they are put into practice.

Finally, the two authors claim that games provide dynamism to the class and increase the motivation of students even though who are shier, as they mean an incentive to use the foreign language because of its immediate use. Students learn in the same way as they learn their mother tongue without considering what they study or learn.

Another possible classification can refer to the fundamental performance features of the following types of games as described by Rubio & García:

‘‘Juegos de vacio de información’ (Information gap games): This type of game can be univocal (a students has the information that his/her partner must acquire) or reciprocal (Student A has the information that student B needs and vice versa).

‘‘Juegos de averiguación’’ (Information guessing games): These games uses the same principle that the other ones but it has the ‘‘guess’’ included, which means that only one member of the group has the information.

‘‘Juegos Puzzle’’ (Puzzle games): The main objective of these games are (is to achieve the objective of the class through) the correct union of all pieces through collaborative learning.

“Juegos de Jerarquización” (Hierarchy games): Students make a list about a specific topic and sort it by order of importance. Communication is the key in this type of games because the whole group has to give their opinion to do it.

“Juegos para emparejar” (Matching games): Identical pairs of photos, illustrations or letters are distributed among the whole class. Players must find their partner by describing the information given.

“Juegos de selección” (Selection games): Each player has a list with different possibilities and only one of them is common in every list. Players have to decide through dialogue and discussion which possibility is the same in every list.

“Juegos de intercambios” (Exchange games): They are based on the principle of barter. The players have a certain amount of things that they do not need and they have to exchange them for others objects they need to achieve a task.

“Juegos de asociación” (Association games): The game is based on discover which members of the class belong to the same group.

“Juego de roles” (Role play games): Each student owns the identity of a false character and a number of instructions about an individual task that he/she has to follow according to his/her character.

“Simulaciones” (Simulations): This type of game tries to reproduce small samples of human interactions by emulating a real situation that must involve the whole class. (Rubio & García, 2013)

According to Talak-Kiryk, in order to use games effectively in the classroom, we need to consider the following guidelines:

- a) The game must have a specific and clear objective or purpose. It must clearly state what the students are learning throughout the game.
- b) Students must be assigned into teams by the teacher. This team may depend on the task being done, knowledge of the students, abilities and personalities, always trying to separate smartest or best ones and those who struggle, in order to have as fair teams as possible.
- c) Procedures and rules must be clearly explained. Teacher must confirm that every student has understood what the tasks are. Instructions must be explained as many times as necessary.
- d) Class has to be steady! Do not change the rules along the way. If the teacher gives an amount of time, it must be respect it, if it is decided that the first answer is the chosen one, respect that rule. If the teacher change the rules, students may get confused.
- e) Teacher must have everything arranged! Materials, time, and questions must in extra quantity in order to complete the different tasks. We have to take into consideration that the unexpected always happens.
- f) Environment has to be comfortable. Before playing the first game have arranged the way the students are going to talk and behave with their teammates.

- g) The teacher has to promote creativity in students by allowing them to create their own games, only when they are already familiarized with how the games work.
- h) The implementation of the different games it is not in vain, teachers have to consider the potential benefits of them and the challenges that their implementation means. (Talak-Kiryk, 2010)

Some of the challenges that we as a group can mention, in relation to the application of games in the classroom, are the following:

- i. The number of people participating in games. In an average Chilean classroom, there are almost 40 students per classroom. It is usually hard to plan activities that suit every one of the students. Sometimes the teacher leave some student's interest aside on behalf of others, but, how do the teacher include every student's likes and dislikes in one game and get them all to participate?
- ii. Smart and Passive Kids. It is well-known that not every student has the same performance as their classmate when practicing English.

The American Council on the Teaching of Foreign Languages (2012), ACTFL, exposes that there are guidelines which can describe a student as a high or low level of proficiency, "These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was

acquired. ‘’ (p.3). In one classroom we may find some High learners and Low learners. The first ones are those who commonly participate and interact with each other, interrupt the class and are always asking questions. While, the latest ones are those who only participate when the teacher directs a question to them, the challenge, in this case, would be how to make them participate in an equal magnitude.

- iii. Competition. We are aware that our students love competitive activities, it is an excellent motivational factor. The hard part is, how do we deal with those students that "lose" the game, how do we explain to them that they win other things, like practicing the content without knowing, like communicating in real-life use of English.
- iv. Other teachers’ opinion. Games can be noisy, your students may get messy and your classroom may get dirty on the way. For teachers that have been in the system for a long time this is a torture, and they may think that you have zero classroom management and may see games activities as something easy to do. The challenge in here is to not let oneself follow the flow of those people; comments may distract the teacher from its main goal, which is to get the students to participate, communicate and interact with each other.



Some potential benefits that come with the application of games could be:

- i. Involvement: Due to the fact that games are personalised, the students can have a much higher level of involvement to the games applied in the classroom. This can lead to higher levels of learning, and a better participation of the students in future activities.
- ii. Development of communicative skills: Since games require the student to act in different situations which simulates their reality, they have to participate using both speaking and listening skills, leading to the need of communication in the classroom.
- iii. Cognitive development: Creating games that are challenging to the students can push them to think creatively to surpass learning obstacles. This will require the students to look for strategies to confront, either individually or in group, the task ahead.

In conclusion, games can have an important impact in learning, both for students and teacher alike. For the students because they will have to think creatively to surpass the obstacles that he encounters in his/her way, and for the teacher because he/she will not only have into consideration the level of students that he/she has, but also the different strategies to achieve communication in his/her students. Those strategies could have into consideration certain phonetic aspects that the students will deal with, and properly set the required amount of time for the students to master those complicated elements.

## CHAPTER III: METHODOLOGICAL FRAMEWORK.

### 3.1 Overall Design

Our research is focused on a correlational approach in which the effectiveness of two activities will be proved “Verb review game” and “Hot Potato Game” strictly related to teaching and production of /ɪd/; /t/; /d/ in final position of regular verbs in the past. These activities are simple to avoid the student to be nervous about communicating in an oral way.

For this purpose, an early pronunciation test will be conducted as a diagnostic way to know if the students can produce /d/, /t/, and /ɪd/. After this diagnostic two activities will be applied, which will be mentioned later in this study, in order to improve the pronunciation of /ɪd/ /t/ /d/. After this process is completed, a test will be applied to check if the pronunciation was acquired or not. Finally, after the test data is collected, a data analysis is going to be performed where it will be shown if the students were able to acquire the -ed pronunciation in past tenses.

### 3.2 Context

Our context is based on the institutions where we are doing our practicum. The first school is located in Santiago Centro. This is a subsidized school; this means that it receives funds from the government, and the teachers must use the books that the Ministry provides them with for their classes. There are two English teachers, one teaches from 3rd grade to 8th grade, and the other one covers between 9th grade and 12th grade.

Both teachers also have more than 10 years of experience teaching English in (different schools.

The other institution is located in Maipu; it is a subsidized school and accepts both men and women. There are five teachers specialized in teaching English, one covers pre-school (Pre-k, K and also 1st graders), another teacher covers from 2nd grade to 4th grade, another from 5th to 7th grades, the other covers 8th grades and 11th and 12th grades and the last one covers 9th and 10 grades.

### 3.3 Participants

The students that are going to participate in the investigation are from 7th and 10th grade. In this case, the 7th grade consists of 33 girl in 7th A, and 33 of girls in 7th B and 10th grade consists of 33 students from 9<sup>th</sup> A, and 33 students from 9<sup>th</sup> B.

While 7<sup>th</sup> grade A is usually characterized to be a rather conflictive group to work with, 7<sup>th</sup> grade B is considered the leading group. It is worth mentioning that 7<sup>th</sup> grade A was a group that was handpicked by the school itself.

9<sup>th</sup> grade B is considered to be the best of the two groups, since it is more committed to the classes. 9<sup>th</sup> grade A was chosen because, even though the group is disorganized, all the teachers considered to be a group that has the strength to be better.

For the study to validate its proposal is the reason for choosing 9<sup>th</sup> grade A. 7<sup>th</sup> grade B was chosen for its low level in English.

### 3.3.1 Selection of the sample

The sample was chosen due to our access to it. As we are currently doing our professional practicum in those institutions, it has been easier for the participants in this study, as teachers-to-be, to access the necessary amount of students that a study needs to be accepted. Therefore, this sample was chosen for our own convenience.

Additionally, the sample was chosen due to the Critical Period Hypothesis. Since 7th grade and 9th grade are usually before and after the Critical Period by Krashen's perspective, which is that the Critical Period occurs at puberty, "Older children acquire faster than younger children, time and exposure held constant" (Krashen, 1982, p. 43)

### 3.4 Intervention stages

The following section describes how the intervention was elaborated, naming the step itself and a brief description about it.

#### 3.4.1. Planning activities.

Since our objective focuses on know how effective fun activities are when applied, lessons are going to be planned to emphasize pronunciation practice. Each class will start with a warm-up, the presentation of each activity and the disciplinary focus and a practice section.

#### 3.4.2. Pre-Games Test Application.

First of all, a checklist will be applied in both 7th and 9th grade to check if the phonetic sounds /d/, /t/ and /ɪd/ were heard when the student pronounced a specific word. There are 3 different words for each one the sounds mentioned earlier. If the student pronounces the word with the corresponding -ed sound, the student gets one point; if not, the student gets no points.

#### 3.4.3. Phonemes are taught.

In this part, phonemes are going to be a part of the lesson, they are going to be explained so the students know when and why to use them.

#### 3.4.4. First Game application: “Verb review game”.

The objective of this game is: Applying and evaluating the student’s knowledge of irregular and regular verbs and checking the pronunciation of final phonemes from the latter ones.

This game is played in groups. First, the teacher gives them some minutes in order to look and review the list of verbs that appears in their course book. Then, the teacher writes a trivial question in the board, e.g. “What can I do with my feet?”. Then, students are given one minute to write a list of the verbs that they relate to the question, and are given in the student’s book.

When the time is up, the teacher asks the students to read the list of verbs but this time, they have to read them in past simple tense. Lastly, the teacher changes the question and keeps playing. Each verb counts for one point. Any verbs appearing in more than one list are eliminated and the group with the most points is the winner.

#### 3.4.5. Second Game application: “Hot Potato Game”

The objective of this game is: Applying and evaluating the student’s knowledge of regular verbs and checking their final /d/, /t/ and /ɪd/ pronunciation.

In this game, students are going to be set in a circle, one of them is going to have a “potato”. The student needs to say a regular verb in past before throwing the “potato” to the next student.

If any student says something different from a regular verb in past we are going to use a penalty, chosen by the rest of the class. It can be anything, from singing “La Macarena” to answering three questions in English or creating sentences with given words.

#### 3.4.6. Post-Games Test Application.

Finally, another checklist will be done to know if the phonetic sounds /d/, /t/ and /ɪd/ were heard when the student pronounced a specific word, he gets one point; if not, he gets no points. There are 3 different words for each one the sounds mentioned earlier. If the student pronounced the word with the corresponding -ed sound, the student gets one point; if not, then no points are given.

#### 3.4.7. Result Analysis.

In this part, we will analyse the result provided by the pre-games test and the post-games test. With them, we are going to be able to find out if games are effective for teaching /d/, /t/ and /ɪd/, with the purpose of identifying the acquisition of these level in students from seventh and ninth grade.

### 3.5 Data Collection Instrument

The instrument consisted of a checklist as a pre-game test and post- game test where it was written whether the phonetic sounds /d/, /t/ and /ɪd/ were heard or not when the student pronounced a specific word. There are three different words for each one the sounds mentioned earlier. If the student pronounces the word with the corresponding -ed sound, the student gets one point; if not, they get no points.

#### **Pauta de Cotejo Pre and Post Game test:**

Nombre:

Curso:

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	
TOTAL	



## CHAPTER IV: RESULTS ANALYSIS

### Data Analysis:

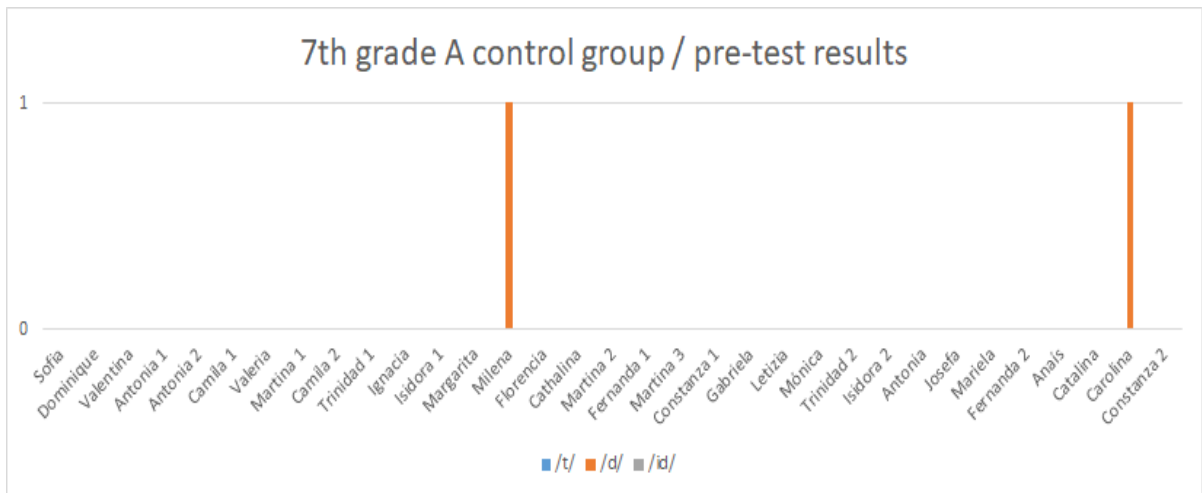
This part will be divided into four sections. The first section states the results of the four groups, both control and experimental, that was exposed to the games.

The second aspect covered in this section will be a comparison between 7th and 9th grade, stating the improvements that are observable.

Lastly, the results of the students that improved the most will be shown.

#### 4.1 Group Analysis n ° 1:

The first and the second graph shown below correspond to 7<sup>th</sup> grade A, which was the control group.

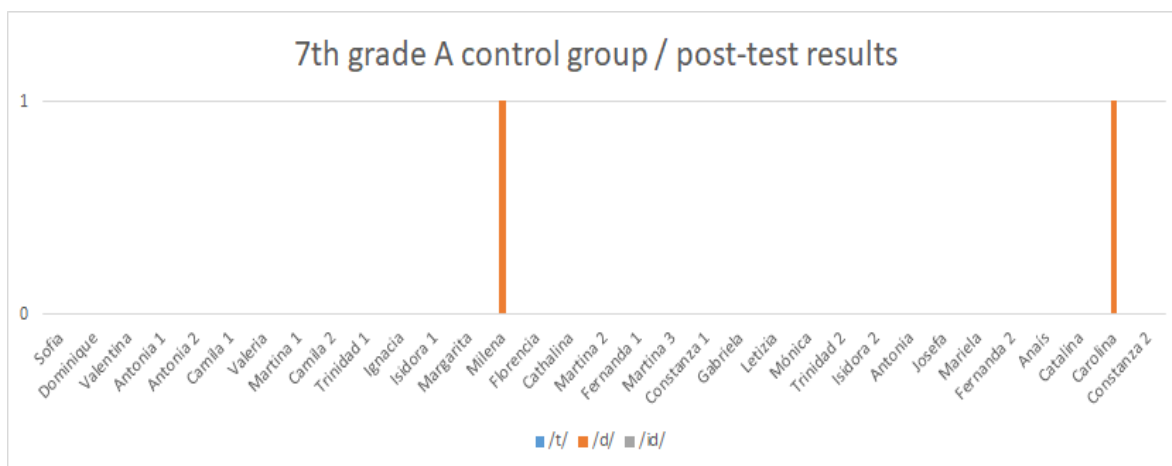


Graph N° 1, 7° grade A's results before applying the corresponding games.

Graph N°1, which refers to the control group, shows the number of students that possessed certain phonemes before the process of teaching them the corresponding rules of final -ed in regular verbs.

In this case, there are only two students that could clearly pronounce the /d/ sound. The rest of the students were not able to pronounce the sound correctly, so they did not obtain any point.

The following results are from 7th grade A and its post-game results:

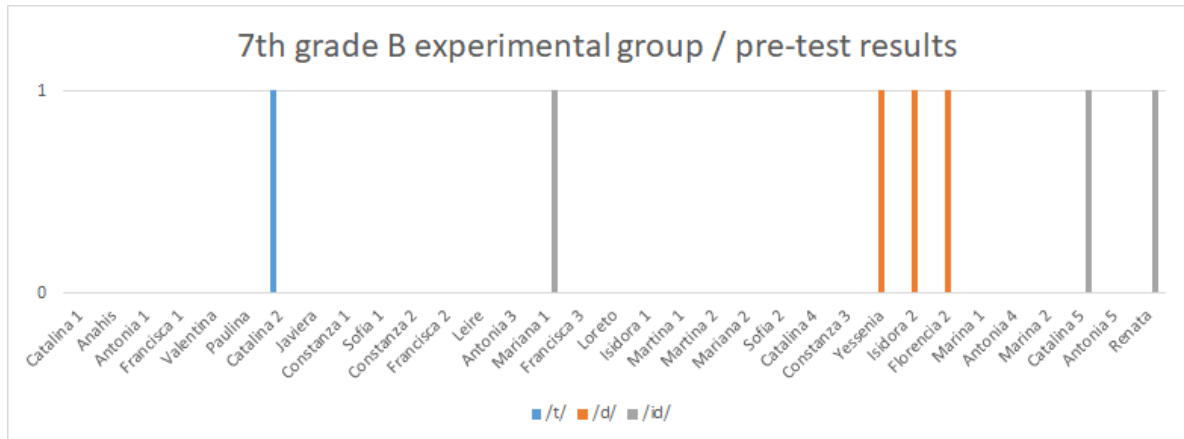


Graph N° 2, 7° grade A's results after applying the corresponding games.

Graph N° 2, which refers to the post-test results of the control group, shows the number of students that possess certain phonemes after the process of teaching them the corresponding rules of final -ed in regular verbs. In this case, there are only two students that acquired the /d/ pronunciation. Having said that, the rest of the students did not achieve the required sound in order to obtain the point.

#### 4.2 Group Analysis n ° 2:

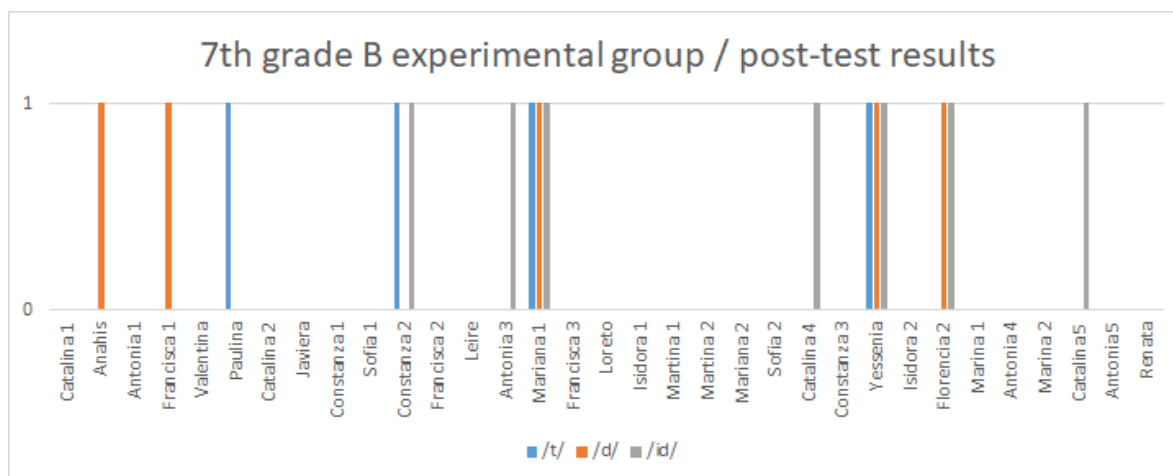
The third and the fourth graph that are shown correspond to 7<sup>th</sup> grade B, which was the experimental group.



Graph N° 3, 7th grade B's results before applying the corresponding games.

In this graph, which belongs to the group doing game activities, it is shown the number of students that possessed certain phonemes before the process of teaching them the corresponding rules of final -ed in regular verbs. In this case, there are three students that reached the pronunciation of /d/, three students reached /ɪd/ pronunciation, and only one that reached the /t/ pronunciation. Having said that, the rest of the students did not achieve the required sound in order to obtain the point.

The following results are from 7th grade B and its post-game results:

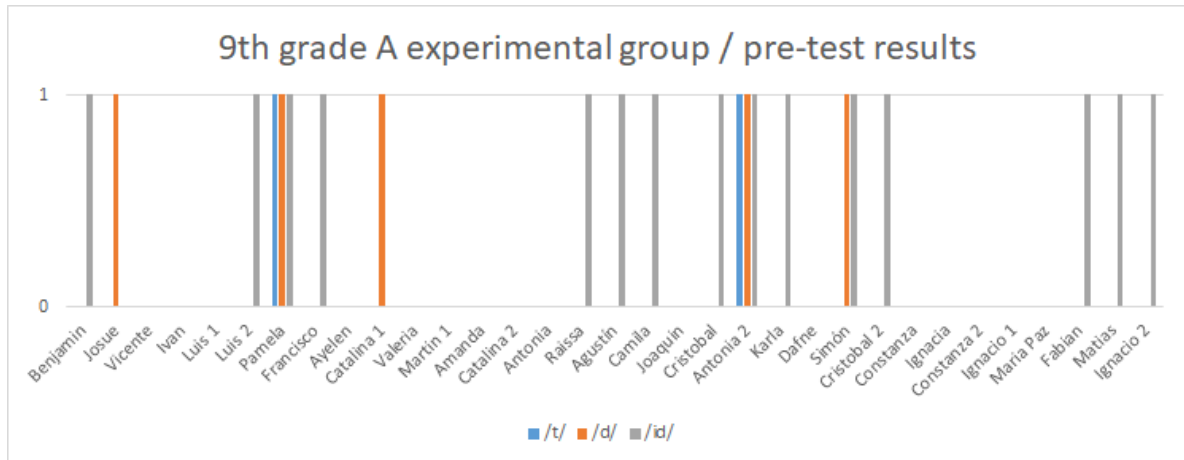


Graph N° 4, 7th grade B's results after applying the corresponding games.

In this graph, which belongs to the group doing game activities, it is shown the number of students that possessed certain phonemes before the process of teaching them the corresponding rules of final -ed in regular verbs. In this case, there are five students that reached the pronunciation of /d/, seven students reached /ɪd/ pronunciation, and four that reached the /t/ pronunciation. Having said that, the rest of the students did not achieve the required sound in order to obtain the point.

### 4.3 Group Analysis n° 3:

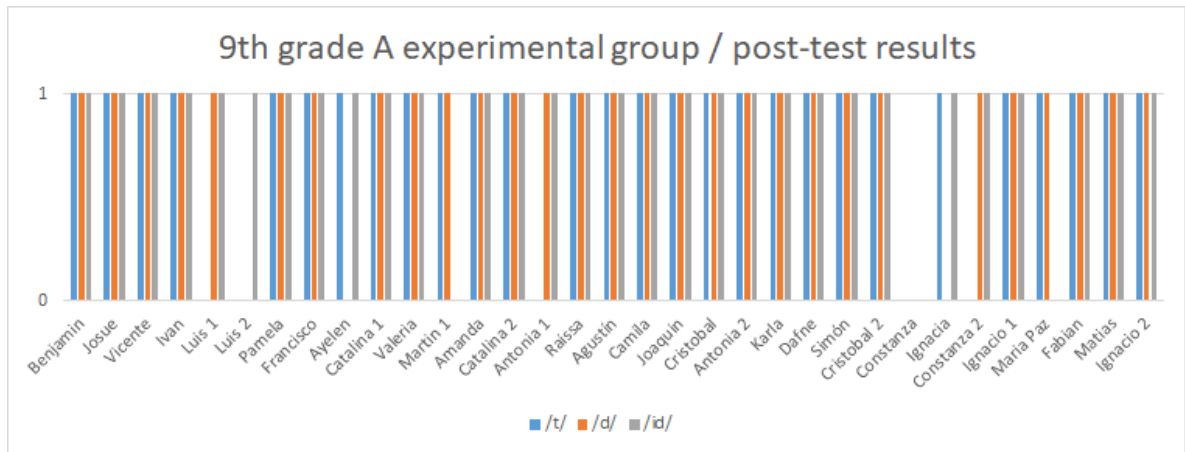
Having compared both 7th grades, control and experimental group, it is going to be exposed 9th grade A's results:



Graph N° 5, 9° grade A's results before applying the corresponding games.

In this graph, which belongs to the group doing game activities, it is shown the number of students that possessed certain phonemes before the process of teaching them the corresponding rules of final -ed in regular verbs. In this case, there are five students that reached the pronunciation of /d/, 15 students reached /ɪd/ pronunciation, and two that reached the /t/ pronunciation. Having said that, the rest of the students did not achieve the required sound in order to obtain the point.

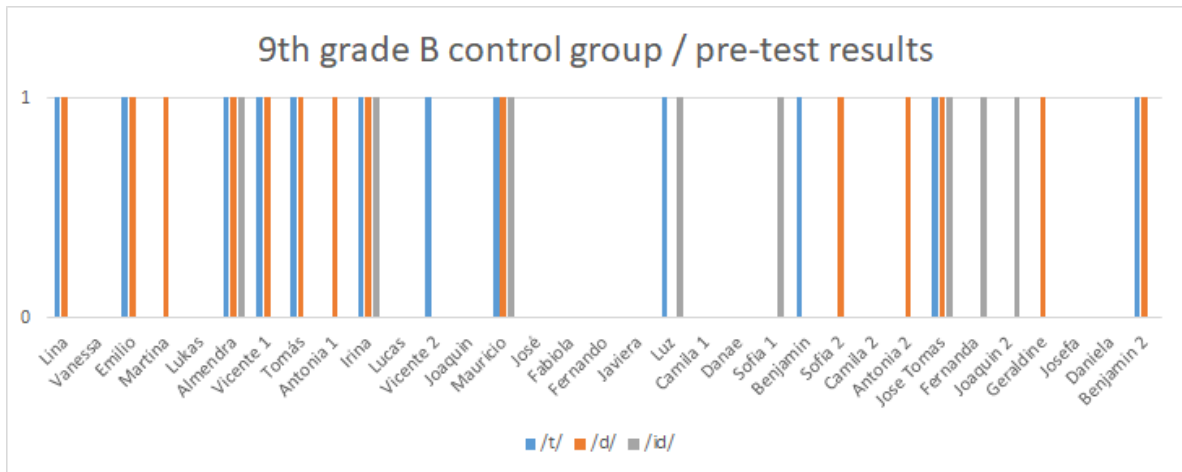
The following results are from 9th grade A and its post-game results:



Graph N° 6, 9° grade A's results after applying the corresponding games.

In this graph, which belongs to the group doing game activities, it is shown the number of students that possessed certain phonemes after the process of teaching them the corresponding rules of final -ed in regular verbs. In this case, there are 29 students that reached the pronunciation of /d/, 30 students reached /ɪd/ pronunciation, and 29 that reached the /t/ pronunciation. Having said that, 24 students achieve the required sound in order to obtain the point.

4.4 Group Analysis N°4:

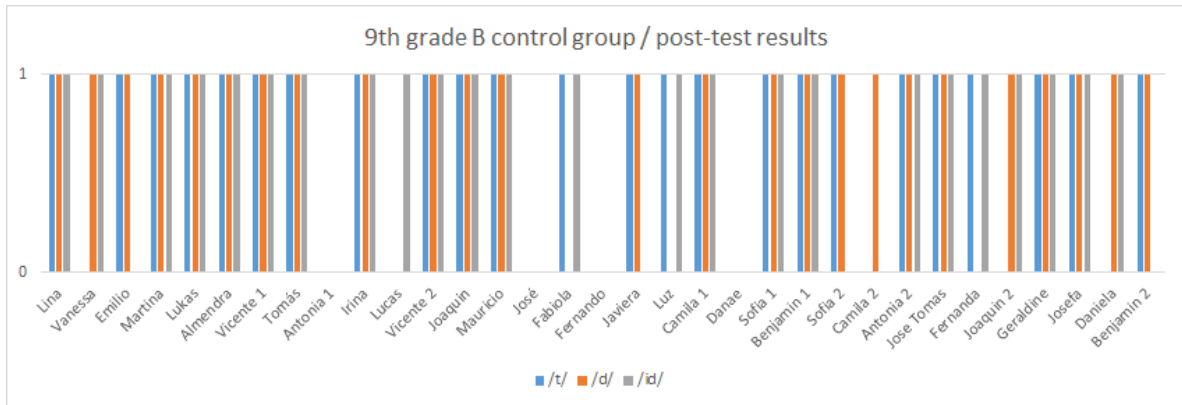


Graph N° 7, 9° grade B's results before applying the corresponding games.

In this graph, which belongs to the group not doing game activities, it is shown the number of students that possessed certain phonemes before the process of teaching them the corresponding rules of final –ed in regular verbs. In this case, there are 14 students that reached the pronunciation of /d/, nine students reached /ɪd/ pronunciation, and 12 that reached the /t/ pronunciation. Having said that, four students achieve the required sound in order to obtain the point.



The following results are from 9th grade B and its post-game results:



Graph N° 8, 9° grade B's results after applying the corresponding games.

In this graph, which belongs to the group not doing game activities, is shown the number of students that acquired certain phonemes after the process of teaching them the corresponding rules of final –ed pronunciation and the games which were implemented for teaching in regular verbs. In this case, there are 25 students that acquired the pronunciation of /d/, 25 students reached /ɪd/ pronunciation, and 24 that reached the /t/ pronunciation. Having said that, 16 students achieved the required sound in order to obtain the point.

#### 4.5 Groups Comparisons:

##### 4.5.1 Group N°1 Pre & Post Game Activities comparison:

Having compared the first and the second graphs corresponding to 7<sup>th</sup> grade A, it is clearly noticeable that there are no students who improved their sounds pronunciation.

##### 4.5.2 Group N° 2 Pre & Post Game Activities comparison:

Having compared the third and fourth graphs, it can be stated that there are a bigger number of improvement in /t/ and /ɪd/. Both phonemes were reached by four and seven students respectively. Additionally, five students could produce /d/.

##### 4.5.3 Group N°3 Pre & Post Game Activities comparison:

Having compared the fifth and sixth graphs, it can be stated that there is a vast number of students that can produce all of the phonemes taught in classes. There was an improvement of 24 students who obtain all of the phonemes, 28 students reached /t/, 30 students reached /ɪd/ and 29 students reached /d/.

##### 4.5.4 Group N° 4 Pre & Post Game Activities comparison:

Having compared the seventh and eighth graphs, it can be stated that there is a large number of students that can produce all of the phonemes taught in classes. There was an improvement of 16 students who obtained all of the phonemes, 24 students reached /t/, 25 students reached /ɪd/ and 25 students reached /d/.

#### 4.6 Comparison per level:

##### 4.6.1 Group N° 1 & N° 2 comparison:

As the two graphs before show there is vast effectivity provided by the games as it is seeable that the first group did not improve their pronunciation though the second one achieved some advance through the determined phonetic sounds; /t/ advanced from none of the students accomplishing it in 7<sup>th</sup> grade A to four of the students attaining the sound in 7<sup>th</sup> grade B, which was the class where the activity was implemented, in post activity lessons. Finally, both /d/ and /ɪd/ sounds advanced from three of them to five of the students. Even more, it can be stated, taking into consideration the graphs, that 7<sup>th</sup> grade B had both a better basis and an improvement in all the defined phonetic sounds.

Even though the differences can be little, there is evidence that ten students acquired either /t/, /d/ or /ɪd/ sound, thus linking the results with the effectiveness of the games that were implemented in 7<sup>th</sup> grade A.

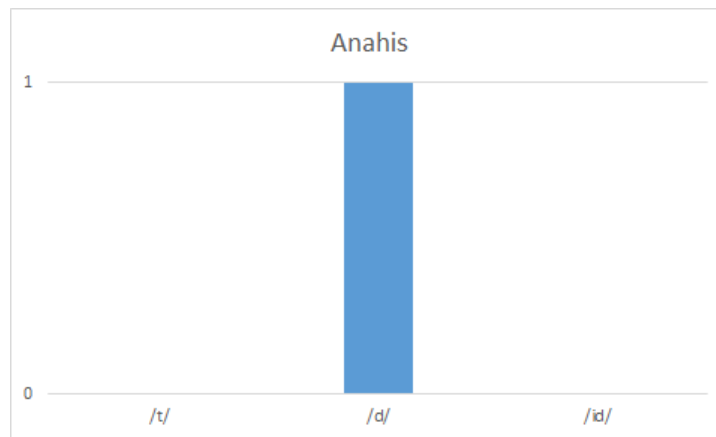
#### 4.6.2 Group N° 3 & N° 4 comparison:

As the graphs from group N° 3 and N° 4 show, there is a minor effectivity provided by the games as it is seeable that the results obtained were not considerably different from one another. Whilst 9<sup>th</sup> grade B had a greater basis than 9<sup>th</sup> grade A, the second one had major improvements at the end of the process. These results show evidence in the effectiveness of the games implemented in 9<sup>th</sup> grade A. Moreover, taking the graphs into consideration, it can be stated that although the results can be similar, there are a higher number of students that can produce, either all of the final – ed phonemes in regular verbs or /t/, /d/ or /ɪd/ phonemes.

#### 4.7 Comparison per student:

4.7.1 In this part are presented the students from 7<sup>th</sup> grade B who made an improvement in terms of /t/, /d/ and /ɪd/ pronunciation.

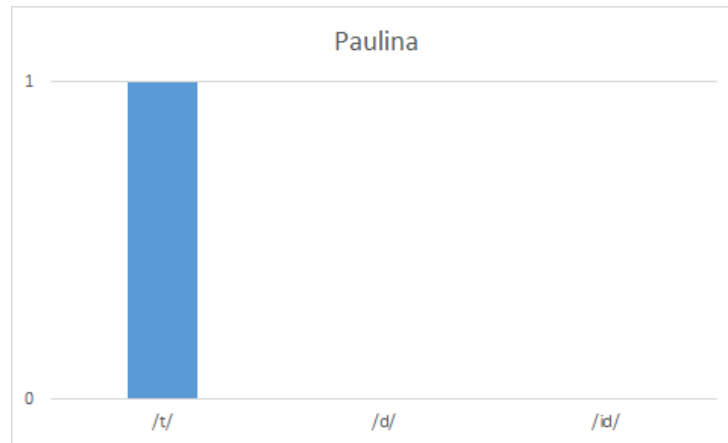
- Anahís:



(Graph N° 9, 7<sup>th</sup> grade B student.)

The data collected shows that the student improved from none of the phonemes properly pronounced to a well-uttered /d/ after the games were implemented.

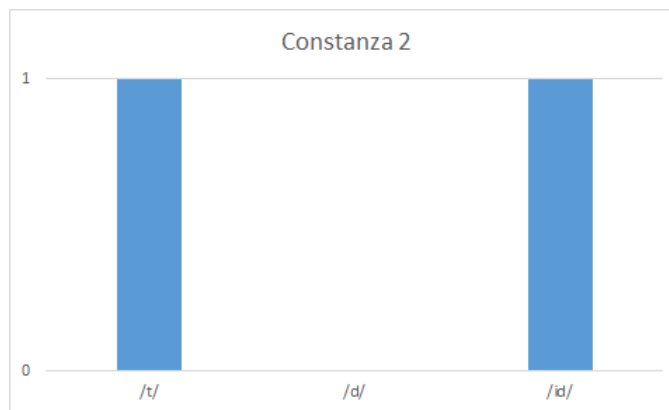
- Paulina:



(Graph N° 10, 7<sup>th</sup> grade B student.)

The data collected shows that the student improved from none of the phonemes properly pronounced to /t/ well uttered after the games were implemented.

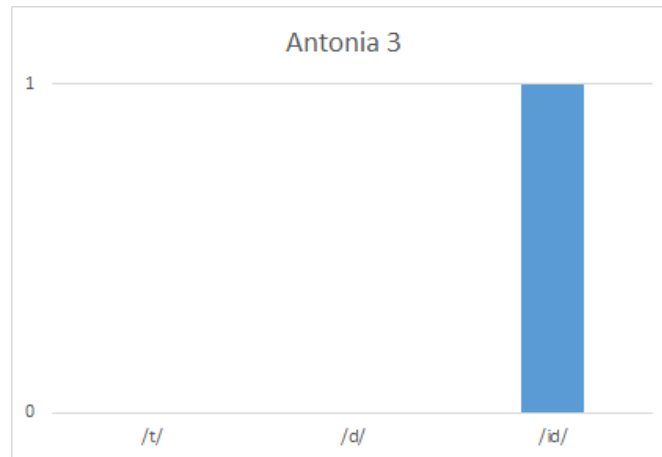
- Constanza 2:



(Graph N° 11, 7<sup>th</sup> Grade B student.)

The data collected shows that the student improved from none of the phonemes properly pronounced to /t/ and /ɪd/ well uttered after the games were implemented.

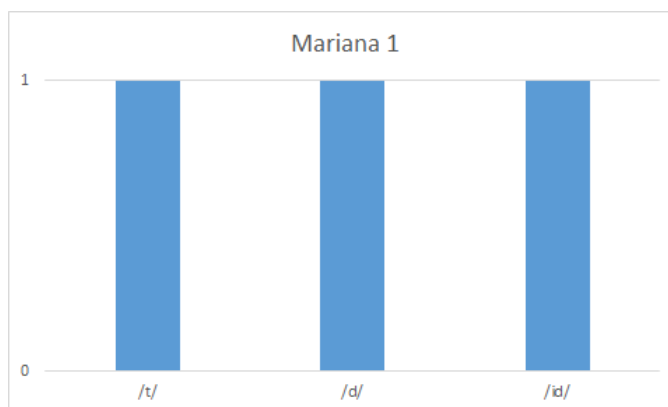
- Antonia 3:



(Graph N° 12, 7<sup>th</sup> Grade B student.)

The data collected shows that the student improved from none of the phonemes properly pronounced to /ɪd/ well uttered after the games were implemented.

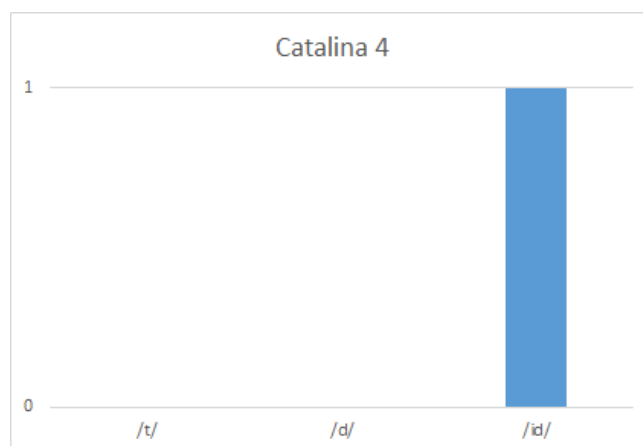
- Mariana 1:



(Graph N° 13, 7<sup>th</sup> grade B student.)

The data collected shows that the student improved from none of the phonemes properly pronounced to all of them well uttered after the games were implemented.

- Catalina 4:

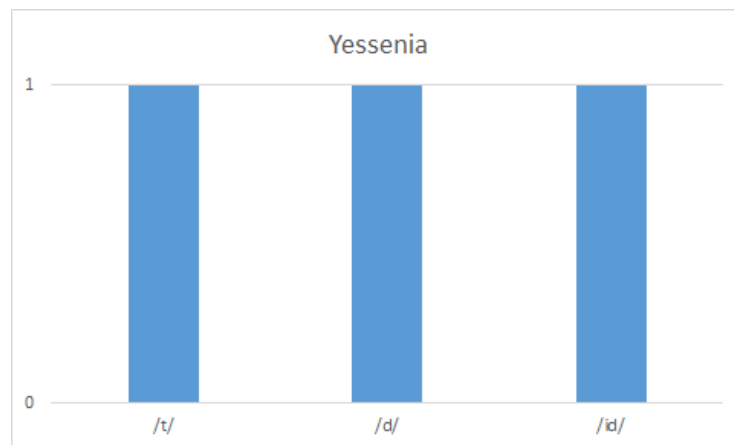


(Graph N° 14, 7<sup>th</sup> grade B student.)

The data collected shows that the student improved from none of the phonemes properly pronounced to /ɪd/ well uttered after the games were implemented.



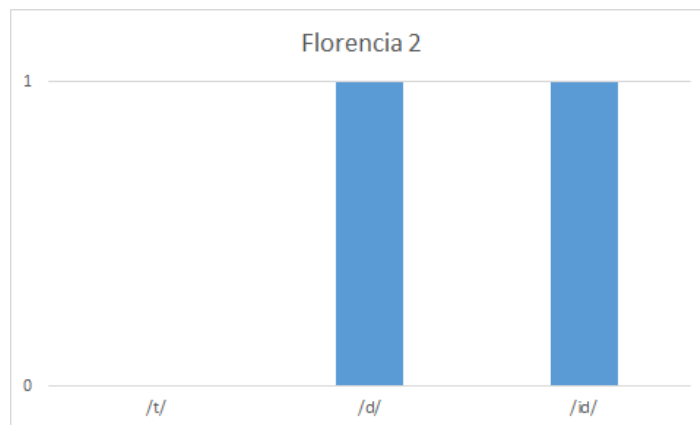
- Yessenia:



(Graph N° 15, 7<sup>th</sup> grade B student.)

The data collected shows that the student improved from only articulate /d/ to properly pronounce all of the phonemes after the games were implemented.

- Florencia 2:

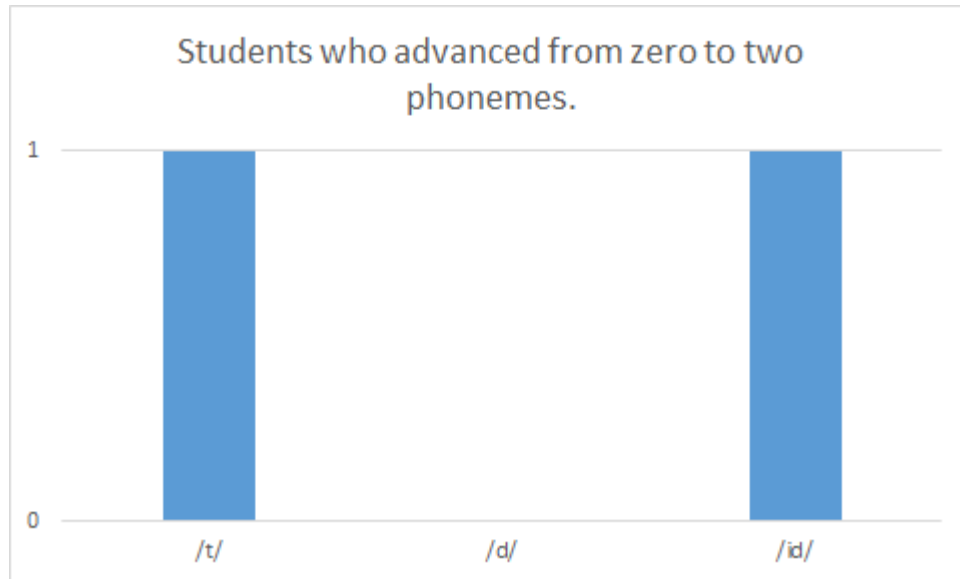


(Graph N° 16, 7<sup>th</sup> grade B student.)

The data collected shows that the student improved from one of the phonemes, /d/, properly pronounced to /d/ and /id/ well uttered after the games were implemented.

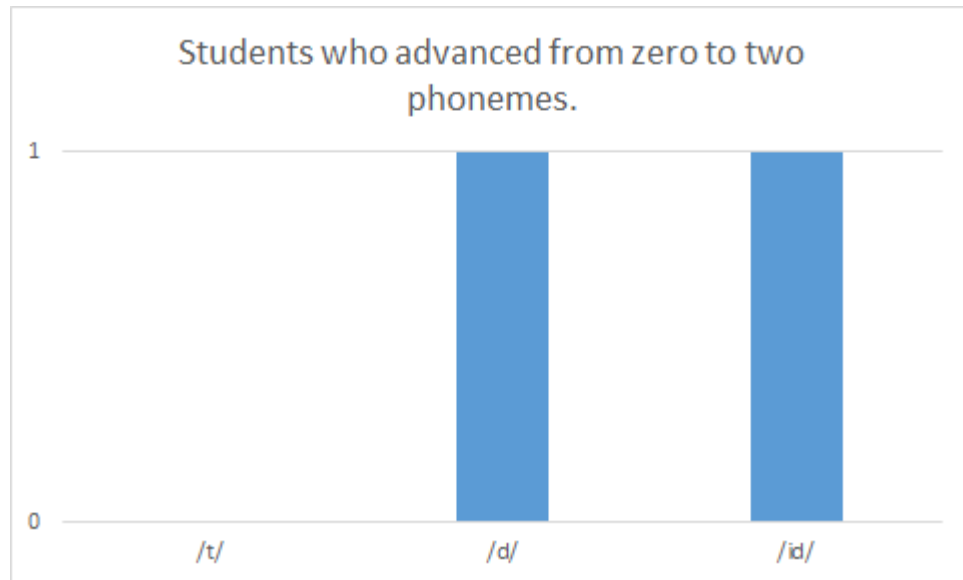
4.7.2 Comparison per student:

**In this part are presented the students from 9<sup>th</sup> grade A who made an improvement in terms of /t/, /d/ and /ɪd/ pronunciation.**



(Graph N° 17, 9<sup>th</sup> grade A student.)

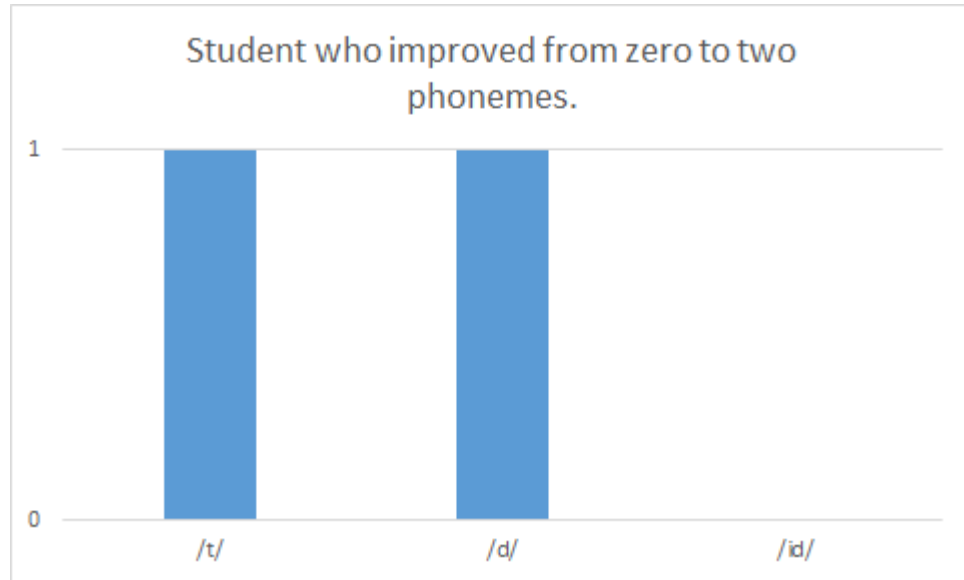
The data collected shows that the students improved from not articulating any phoneme to properly pronounce two of the phonemes after the games were implemented. The names of the students are: Ignacia and Ayelen.



(Graph N° 18, 9<sup>th</sup> grade A student.)

The data collected shows that the students improved from not articulating any phoneme to properly pronounce two of the phonemes after the games were implemented.

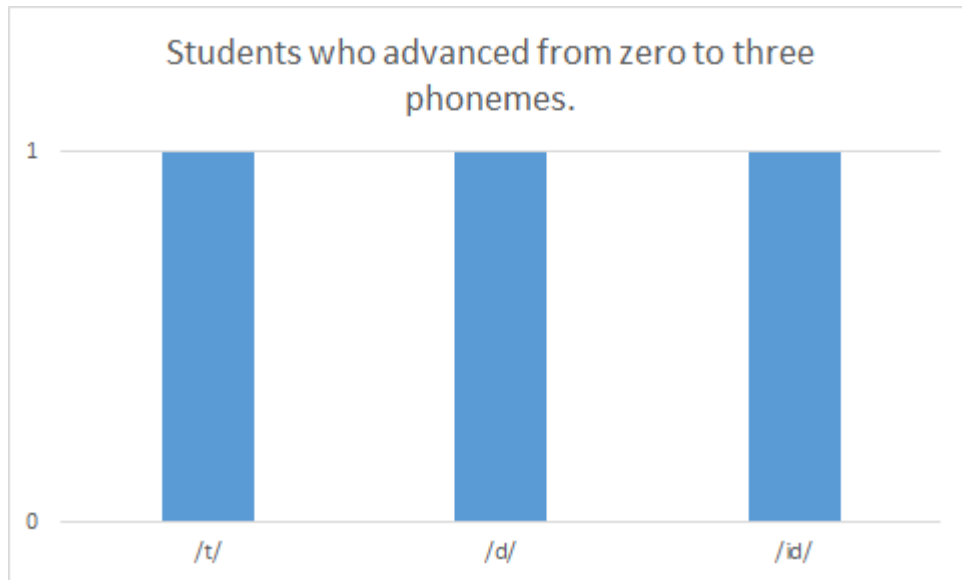
The names of the students are: Constanza 2, Luis 1 and Antonia 1.



(Graph N° 19, 9<sup>th</sup> grade A student.)

The data collected shows that the student improved from not articulating any phoneme to properly pronounce two of the phonemes after the games were implemented.

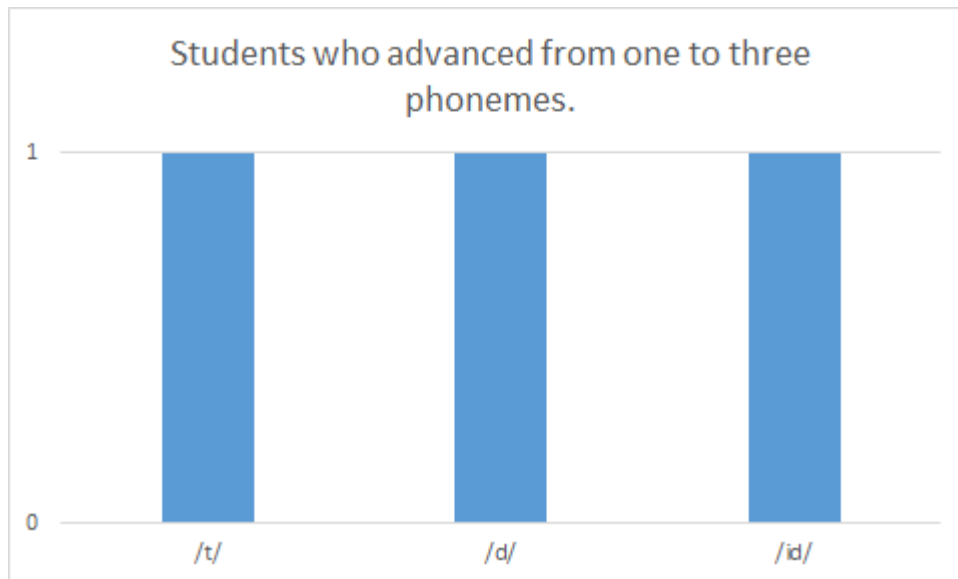
The name of the students is: María Paz.



(Graph N° 20, 9<sup>th</sup> grade A student.)

The data collected shows that the student improved from not articulating any phoneme to properly pronounce all of the phonemes after the games were implemented.

The name of the students is: Vicente, Iván, Valeria, Amanda, Catalina 2, Joaquín, Dafne and Ignacio 1.

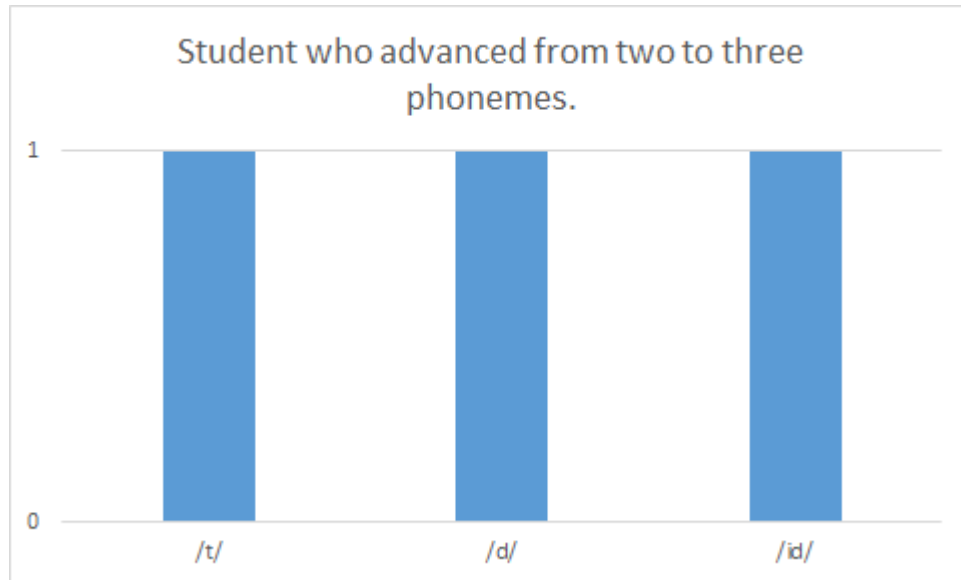


(Graph N° 21, 9<sup>th</sup> grade A student.)

The data collected shows that the student improved from articulating one phoneme to properly pronounce all of the phonemes after the games were implemented.

The names of the students that began with /ɪd/ are: Benjamin, Francisco, Raissa, Agustin, Camila, Cristobal, Karla, Cristobal 2, Fabian, Matias and Ignacio 2.

The names of the students that began with /d/ are: Josué and Catalina 1.



(Graph N° 22, 9<sup>th</sup> grade A student.)

The data collected shows that the student improved from articulating two phonemes to properly pronounce all of the phonemes after the games were implemented.

Simon, started articulating /d/ and /ɪd/.

## CHAPTER V: Conclusions.



The main objective of this work was to prove the effectiveness of two activities in different grades, 7th and 9th grade. After comparing the results from both samples, and between the control group and the experimental group, it can be concluded that we can perceive an improvement in how the students acquire the three mentioned phonemes. While the 7th grade control group had no improvements, the 7th grade experimental group had better results in terms of producing both /d/ and /ɪd/, with the exception of /t/ which was the less acquired phoneme of the three of them. Considering the obtained results, we can conclude that the effectiveness of games when implemented in 7th grade improve the student's acquisition of final -ed in regular verbs.

Individually, the control group, 7th grade A, made no improvements on their phoneme acquisition; the results of a behavior not very acceptable while the students were being taught. While the teacher was teaching the regular past verb rules, students did not show interest on improving their learning.

On the other hand, in 7th grade B, the experimental group, the effectiveness is clearly shown. Students in this group are considered the "best" 7th grade of the school because of their commitment to their learning; while the teacher was doing the game activities, the students were seriously committed to the activities, demonstrating a high responsibility with their studies and willing to learn more.

We believe that it is necessary to say that, though some students did not make an improvement on their post - test game activities; they showed their phoneme acquisition on later presentation tests.

The results of 9th grade are somewhat difficult to explain. The control group had in average worse results that the experimental group, but those results are not by any means irrelevant since almost all of the students of the control group had an important improvement in every determined phoneme. The experimental group had better results compared to the control group, even though the control group's basis was better. Almost all of the students of the experimental group can produce every one of the final -ed pronunciations.

As the results show, there was little difference between the improvements made by both 9th grades.

Meanwhile, in 9th grade A, games implemented were indeed effective; the control group exhibited phoneme acquisition as well.

We connect the results with the behavior and dedication that this group of students shows in their Learning Process. They are a group in which English levels are varied; we have students with a proficient level of English, while we have other students with a low level of English. However, all the students, in all their school's subjects demonstrated a commitment to their apprenticeship, making questions during the lessons, writing notes in their notebooks, or even more importantly, participating in classes.

This is why we believe that the control group results are linked to their capabilities and their commitment to the learning process.

On the other hand, although the 9th grade A demonstrated a significant advance, thus verifying the effectiveness of the application of games in phonemes acquisition, we must not forget that in this group we have students who might have better results. Unfortunately, do not present the same level of commitment and dedication with the subject, or with their learning in general. They are students who have short periods of attention during the lessons and only work when the teacher is watching.

Having the results into account, it can be concluded that applying games for the students to acquire how to pronounce, in this case, final -ed pronunciation is effective.

# References

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# ANNEX

**ANNEX 1:**

These are the lesson planning used for each activity.

**LESSON PLANNING ESA-PPP (2017)**

Class: 9 <sup>th</sup> grade	Date: September 4 <sup>th</sup>	Time: 08:00 / 9:30	Sequence: 3/10
PRE SERVICE TEACHER: Camila Contreras Caballol		SCHOOL: Colegio Teresiano Alberto Pérez.	

1. Main Objective: At the end of the class students are able to construct ideas related to their own past. Using past simple tense in affirmative, negative and question form.			
2. Subsidiary aims: Students will apply the simple past tense.			
3. Key Activities: <ul style="list-style-type: none"><li>- What was the best day of your life? Write a paragraph using as much English as they can. Then share.</li><li>- Worksheet.</li></ul>			
Contents			
4. Skills/procedures: <ul style="list-style-type: none"><li>- Writing skills through writing a paragraph.</li><li>- Oral skills through sharing their answers.</li><li>- Listening skills through instructions.</li></ul>	5. Lexis: 6. Vocabulary related to the text from the book.	6. Grammar <ul style="list-style-type: none"><li>● Simple past tense: affirmative, negative and interrogative form.</li></ul>	7. Function <ul style="list-style-type: none"><li>● Talking about past events.</li></ul>

8. Assumptions:			
Stages	Interaction	9. Evaluation	10. IT- Materials- Timing
11. Engage/ Warm-up	<ul style="list-style-type: none"> <li>Students are asked “What did they do in their last weekend?” in order to start the class. Then, the teacher makes some other questions related to past eliciting students to use simple past form.</li> </ul>	<ul style="list-style-type: none"> <li>Hetero-evaluation.</li> <li>Students are able to provide answers to the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Markers; whiteboard.</li> <li>5’</li> </ul>
12. Study / Presentation	<ul style="list-style-type: none"> <li>Teacher gives a review of simple past structure by asking the students to provide it. Teacher only asks and writes in the whiteboard while the students tell out loud the structures for: affirmative, negative and question forms.</li> </ul>	<ul style="list-style-type: none"> <li>Hetero-evaluation.</li> <li>Students are able to identify and provide the structure used in simple past.</li> </ul>	<ul style="list-style-type: none"> <li>Markers; whiteboard.</li> <li>Up to 10’.</li> </ul>

<p>13. Practice</p>	<ul style="list-style-type: none"> <li>● Students play a game called “Concentration”</li> </ul>	<ul style="list-style-type: none"> <li>● Hetero-evaluation.</li> <li>● Students are able to recognize and relate infinitive and past forms of the verbs.</li> </ul>	<ul style="list-style-type: none"> <li>● PPT presentation; data;</li> <li>● 10’</li> </ul>
<p>14. Activate/ 15. Production</p>	<ul style="list-style-type: none"> <li>● What was the best day of your life? Write a paragraph using as much English as they can. Then share.</li> <li>● Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>● Hetero-evaluation.</li> <li>● Monitoring.</li> <li>● Students are able to write and tell about their favorite day in their lives.</li> <li>● Students are able to complete the different items in the worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet; notebooks; pencil</li> </ul>

<p>16. Close up/ Wrap-up</p>	<ul style="list-style-type: none"> <li>● Verb review game.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring and self-evaluation.</li> <li>● Students can write what they think they learnt during the class.</li> </ul>	<ul style="list-style-type: none"> <li>● Exit ticket card; Markers; whiteboard.</li> <li>● 5'</li> </ul>
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### LESSON PLANNING ESA-PPP (2017)

Class: 9th A	Date:	Time:	Sequence: 4/10
PRE SERVICE TEACHER: Camila Contreras Caballol		SCHOOL: Colegio Alberto Pérez	

15. Main Objective: At the end of the class students are able to create a text about a past earthquake. Using simple past tense in affirmative, negative and question form.			
16. Subsidiary aims: Students will apply the simple past tense.			
17. Key Activities: Students imagine they were in San Francisco at the time of the earthquake. They write about it in their notebooks and then share with the rest of the classmates.			
Contents			
18. Skills/procedures: <ul style="list-style-type: none"> <li>- Writing skills through writing a paragraph.</li> <li>- Oral skills through sharing their answers.</li> <li>- Listening skills through instructions.</li> </ul>	19. Lexis: Vocabulary related to the text from the book.	20. Grammar: <ul style="list-style-type: none"> <li>● Simple past tense</li> <li>● Present Simple tense.</li> </ul>	21. Function Talking about past events.
22. Assumptions:			

Stages	Interaction	23. Evaluation	24. IT- Mat- erial s- Tim- ing
25. Engage/ Warm-up	<ul style="list-style-type: none"> <li>Teacher starts the class by asking them what did they do last class, what activity did they make and whether did they like the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring &amp; Hetero-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>5'</li> </ul>
26. Study / Presentation	<ul style="list-style-type: none"> <li>Tell the story activity. Each student is given a verb, they have to conjugate it into past and then create a sentence. With those sentences we are going to create a story.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring &amp; Hetero-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>20'</li> </ul>
27. Practice	<ul style="list-style-type: none"> <li>Act 1,2 and 3 activities from the Insights book.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring &amp; Hetero-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>20'</li> </ul>
28. Activate/ 15. Production	<ul style="list-style-type: none"> <li>Activity number 8, page 41 // Students imagine they were in San Francisco at the time of the earthquake. They write about it in their notebooks and then share with the rest of the classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring &amp; Hetero-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>15'</li> </ul>

17. Close up/ Wrap-up	<ul style="list-style-type: none"> <li>• Hot potato game.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring &amp; Hetero-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 10'</li> </ul>
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**LESSON PLANNING ESA-PPP (2017)**

Class: 7th grade B	Date: October 24, 2017	Time: 45 minutes	Sequence: 2/6
PRE SERVICE TEACHER: Judith Álvarez Torres		SCHOOL: Colegio Filipense	

<p>1. Main Objective: Students will be introduced to the lesson 8 (“Social Groups”) of Unit 4 of their books which is called “Culture and Heritage.” The unit is intended to integrate skills to communicate orally and in writing, ideas about museums and social groups. And talk about experiences in the past simple.</p>
<p>2. Subsidiary aims: Students will apply some contents such as affirmative, negative and interrogative sentences in the past simple to describe routines, in order to review and work on verb tenses.</p>
<p>3. Key Activities: Spoken, listening, reading and written section. The spoken, listening and written section is guided by the teacher, accompanied with the student book as support.</p>
<p>Contents</p>

<p>4. Skills/procedures:</p> <ul style="list-style-type: none"> <li>- Listening skills.</li> <li>- Spoken skills.</li> <li>- Writing skills.</li> <li>- Reading skills.</li> </ul>	<p>5. Lexis:</p> <ul style="list-style-type: none"> <li>- Click, clique, critical, genuine, respectful.</li> <li>- Agree, convince, disagree, hair-style, ignore, intentions.</li> </ul>	<p>6. Grammar:</p> <ul style="list-style-type: none"> <li>- Past simple tense.</li> </ul>	<p>7. Function</p> <ul style="list-style-type: none"> <li>- Simple past is useful to talk about finished actions, states or habits in the past when we have a finished time word.</li> </ul>
<p>8. Assumptions: -Students are going to be capable of express personal opinions about a topic.</p>			
<p>Stages</p>	<p>Interaction</p>	<p>9. Evaluation</p>	<p>10. IT- Materials- Timing</p>
<p>11. Engage / Warm-up</p>	<p>-Students will be asked to talk about their childhood friends and tell a story of them.</p>	<p>-Students are capable of use the past simple tense.</p>	<p>- 5’.</p>
<p>12. Study / Presentation</p>	<p>-Students will be mixed in groups where they are not already friends with, in order to break down barriers. The group have to find seven things that they all have in common.</p>	<p>-Students are capable of learn about each other and find out the things that they have in common with people from different social group.</p>	<p>- 15’</p>

13. Practice	<p>-Students are asked to work in pairs and to look at the pictures on the book and answer the questions.</p> <p>-One of the student is asked to read out loud the dictionary definitions of “clicks” and “cliques”, then the whole class will discuss the difference between them.</p> <p>-Students are asked to work on the listening activity number 3 of their books. The audio will be provided by the teacher.</p>	-Students are capable of use their listening, speaking and reading skills.	-Student’s book. -Pencil. -E-Teens 8 CD. -Notebook. -10’
14. Activate/ 15. Production	<p>-Students will be asked to work on the speaking activity number 1 and to read the sentences and decide if they express certainty or uncertainty.</p> <p>-Students will be asked to work on the speaking activity number 2 and match the groups of phrases in the bubbles to the functions of expressing personal attitudes and opinions.</p>	-Students are capable of predict and discuss about the text.	-Student’s book. -Pencil. -10’
16. Close up/ Wrap-up	-Verb review game.	<ul style="list-style-type: none"> <li>• Monitoring and self-evaluation.</li> <li>• Students can write what they think they learnt during the class.</li> </ul>	- Whiteboard - Markers. - 5’

**LESSON PLANNING ESA-PPP (2017)**

Class: 7th grade B	Date: October 24, 2017	Time: 45 minutes	Sequence: 3/6
PRE SERVICE TEACHER: Judith Álvarez Torres		SCHOOL: Colegio Filipense	

1. Main Objective: Students will be introduced to the lesson 8 (“Social Groups”) of Unit 4 of their books which is called “Culture and Heritage.” The unit is intended to integrate skills to communicate orally and in writing, ideas about museums and social groups. And talk about experiences in the past simple.
2. Subsidiary aims: Students will apply some contents such as affirmative, negative and interrogative sentences in the past simple to describe routines, in order to review and work on verb tenses.
3. Key Activities: Spoken, listening, reading and written section. The spoken, listening and written section is guided by the teacher, accompanied with the student book as support.
Contents

<p>4. Skills/procedures:</p> <ul style="list-style-type: none"> <li>- Listening skills.</li> <li>- Spoken skills.</li> <li>- Writing skills.</li> <li>- Reading skills.</li> </ul>	<p>5. Lexis:</p> <ul style="list-style-type: none"> <li>- Click, clique, critical, genuine, respectful.</li> <li>- Agree, convince, disagree, hairstyle, ignore, intentions.</li> </ul>	<p>6. Grammar:</p> <ul style="list-style-type: none"> <li>- Past simple tense.</li> </ul>	<p>7. Function</p> <ul style="list-style-type: none"> <li>- Simple past is useful to talk about finished actions, states or habits in the past when we have a finished time word.</li> </ul>
<p>8. Assumptions: -Students are going to be capable of express personal opinions about a topic.</p>			
<p>Stages</p>	<p>Interaction</p>	<p>9. Evaluation</p>	<p>10. IT-Materials - Timing</p>
<p>11. Engage/Warm-up</p>	<p>-Students will be asked to talk about their childhood friends and tell a story of them.</p>	<p>-Students are capable of use the past simple tense.</p>	<p>- 5’.</p>

12. Study / Presentation	<p>-Students will be mixed in groups where they are not already friends with, in order to break down barriers. The group have to find seven things that they all have in common.</p>	<p>-Students are capable of learn about each other and find out the things that they have in common with people from different social group.</p>	<p>- 15'</p>
13. Practice	<p>-Students are asked to work in pairs and to look at the pictures on the book and answer the questions.</p> <p>-One of the student is asked to read out loud the dictionary definitions of “clicks” and “cliques”, then the whole class will discuss the difference between them.</p> <p>-Students are asked to work on the listening activity number 3 of their books. The audio will be provided by the teacher.</p>	<p>-Students are capable of use their listening, speaking and reading skills.</p>	<p>-Student’s book. -Pencil. -E-Teens 8 CD. - Notebook. -10'</p>
14. Activate/ 15. Production	<p>-Students will be asked to work on the speaking activity number 1 and to read the sentences and decide if they express certainty or uncertainty.</p> <p>-Students will be asked to work on the speaking activity number 2 and match the groups of phrases in the bubbles to the functions of expressing personal attitudes and opinions.</p>	<p>-Students are capable of predict and discuss about the text.</p>	<p>-Student’s book. -Pencil. -10'</p>



16. C lo se u p/ W ra p- u p	- Hot potato game.		- 10 <sup>7</sup>
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**ANNEX 2:**

These are the checklist used to evaluate students' pronunciation.

**Pauta de Cotejo Pre- Game test:**

Nombre: Anahís

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Anahís

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	1

**Pauta de Cotejo Pre- Game test:**

Nombre: Constanza 2

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	1

**Pauta de Cotejo Post- Game Test:**

Nombre: Constanza 2

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	2

**Pauta de Cotejo Pre- Game test:**

Nombre: Mariana 1

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	1

**Pauta de Cotejo Post- Game Test:**

Nombre: Mariana 1

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3

**Pauta de Cotejo Pre- Game test:**

Nombre: Yessenia

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	1

**Pauta de Cotejo Post- Game Test:**

Nombre: Yessenia

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3

**Pauta de Cotejo Pre- Game test:**

Nombre: Florencia 2

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Florencia 2

Curso: 7th grade B

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	2

**Pauta de Cotejo Pre- Game test:**

Nombre: Vicente

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Vicente

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3

**Pauta de Cotejo Pre- Game test:**

Nombre: Iván

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Iván

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3



**Pauta de Cotejo Pre- Game test:**

Nombre: Dafne

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Dafne

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3

**Pauta de Cotejo Pre- Game test:**

Nombre: Joaquín

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Joaquín

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3

**Pauta de Cotejo Pre- Game test:**

Nombre: Amanda

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	0
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	0
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	0
TOTAL	0

**Pauta de Cotejo Post- Game Test:**

Nombre: Amanda

Curso: 9th grade A

Esto es una pauta de cotejo en la cual se evaluará la pronunciación de los fonemas /t/ /d/ /ɪd/ en posición final dentro de verbos irregulares en pasado simple. Donde cada palabra vale un punto teniendo un total de tres puntos.

Criterio	Palabra
Se percibe la pronunciación del fonema en posición final /t/ dentro de verbos regulares.	1
Se percibe la pronunciación del fonema en posición final /d/ dentro de verbos regulares	1
Se percibe la pronunciación del fonema en posición final /ɪd/ dentro de los verbos regulares	1
TOTAL	3



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Universidad Católica Raúl Silva  
Henríquez  
Facultad de Humanidades

SOLICITA: APOYO PARA REVISIÓN DE ANÁLISIS DE  
INSTRUMENTO DE INVESTIGACIÓN.

SEÑOR(A) Ivonne Rojas E.  
EXPERTO(A) EN Pedagogía en Inglés

DISTINGUIDO PROFESIONAL:

Jorge Ignacio Rocha Aguilera identificado con CI  
Nº 17.552.551-3, estudiante de pregrado de la Universidad  
Católica Silva Henríquez, ante Ud. Con el debido respeto me presento y expongo:

Estando realizando el trabajo de investigación de titulado "EFFECTIVENESS OF TWO  
ACTIVITIES IN TEACHING /d/, /t/ and /id/, WITH THE PURPOSE OF IDENTIFYING THE  
ACQUISITION OF THESE LEVELS IN STUDENTS FROM SEVENTH TO NINTH GRADE  
IN TWO SCHOOLS OF THE RM." siendo una de las herramientas aplicar un pre - test  
sobre la producción de tres fonemas. Destacando su experiencia profesional en el campo,  
es que recorro a su honorable persona para solicitarle su valiosa colaboración consistente  
en la revisión y análisis del ítem propuesto en el test anexo cuyo objetivo es tener  
conocimiento previo de la producción de éstos tres fonemas /d/, /t/ y /id/, de estudiantes  
de séptimo básico y primero medio.

Sus observaciones y recomendaciones como juez de validación serán de gran ayuda para  
la elaboración final de nuestro instrumento de investigación.

Esperando la debida atención a la presente, me despido de Ud.

Santiago, 20 de Octubre de 2017.

Prof. IVONNE ROJAS E.